

Bruce-Monroe Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Bruce-Monroe community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Bruce-Monroe has struggled with the open plan design of its school and the size and condition of the building. The Chancellor is proposing to relocate the Bruce-Monroe program to Park View Elementary School, less than a half mile away. Park View's historic building has large enclosed classrooms; a separate auditorium, cafeteria, and gym; and a site that is across a quiet street from a recreation center with playing fields and a playground. The consolidation will allow the combined schools to enhance program offerings.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Although Bruce-Monroe did not meet the primary criteria, it was identified as an alternative to closing nearby Park View Elementary because Park View's location in a quiet residential area away from a busy street and better school facilities and amenities made it preferable to Bruce-Monroe's open space design and location on the high-traffic Georgia Avenue.

What other options have been considered?

The planning team explored whether to close Park View Elementary instead, but after weighing all of the factors, decided that closing the Bruce-Monroe facility was the better option. The Bruce-Monroe facility will only be closed after Park View is modernized.

How will DCPS address the issue of combining the Bruce-Monroe and Park View communities into one school?

It is important to note that nearly half of the students living within a half mile of Bruce-Monroe actually attend Park View. The two school communities will first combine at Bruce-Monroe before moving to a newly modernized Park View. This will allow the Park View students to experience the benefits of the dual

language program in its current setting, ensuring that the strengths of the program are fostered among all students in advance of the final transition. DCPS will work to ensure that the two school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

What will happen to existing successful programs?

The Chancellor has placed a high priority on preserving and maintaining the successful Bruce-Monroe dual language program. The program serves students well, and the students at the school are succeeding academically at a rate higher than many of their peers at other schools. The Chancellor recognizes the many benefits that a quality dual language program provides students and the community. She is committed to strengthening current dual language programs, like the one at Bruce-Monroe, while at the same time exploring ways in which we can bring the dual language model to other parts of the city. The Chancellor's team will work closely with the administration at Bruce-Monroe to transition the program successfully and with minimal disruption to students.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Bruce-Monroe currently only has funding for a part-time art teacher. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How will the Bruce-Monroe program be implemented at Park View?

Acknowledging the specific needs of Bruce-Monroe, implementation strategies for moving the dual language program to Park View will have to be developed at the school level and with parent input. A team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. An implementation plan will include a professional development plan for staff and appropriate resources for students and classrooms.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What is the status of my school's modernization plan?

The current Master Facilities Plan calls for Park View to be modernized beginning in 2010, with a likely completion date of 2012. Our proposal moves this timeline up, so that design on the modernized building will begin immediately and the modernized Park View will be completed in time for the 2010-11 school year. Students will be served at Bruce-Monroe in the interim.

What facility improvements will be made to Bruce-Monroe before it receives the Park View students next fall?

The Office of Public Education Facilities Modernization will continue to address quality of life issues in buildings that are serving students. OPEFM will work with the Bruce-Monroe principal to identify priority needs.

Is the receiving school ready for more students?

With a building capacity of 539 and a current enrollment of 307, Bruce-Monroe has the capacity to accommodate the 169 current Park View students next fall.

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect

city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain “fixed costs,” such as utilities and the cost of a principal. By keeping open two buildings that are under-enrolled (Park View is currently at 38% capacity; Bruce-Monroe is at 57%), we are spending that money in both buildings, when the students could all be accommodated in one. That means less money to go towards teachers and programming. In the case of Bruce-Monroe, our annual fixed costs are \$789,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In the case of Bruce-Monroe and Park View, Lincoln will be the middle school of right. Alternatively, the Bruce-Monroe/Park View community might opt to extend their school through 8th grade, which is the proposed grade configuration for Ward 4 schools.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Park View and Bruce-Monroe and for students currently living in those boundaries but not attending those schools.

SCHOOL	IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
Bruce-Monroe	<ul style="list-style-type: none">• Remain at Bruce-Monroe/Park View (in Bruce-Monroe building)• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Bruce-Monroe/Park View or Raymond	<ul style="list-style-type: none">• Remain at Bruce-Monroe/Park View• Preference in OOB lottery

Park View	<ul style="list-style-type: none"> • Guaranteed spot at Bruce-Monroe/Park View or Raymond • Preference in OOB lottery 	<ul style="list-style-type: none"> • Guaranteed spot at Bruce-Monroe/Park View or Raymond 	<ul style="list-style-type: none"> • Guaranteed spot at Bruce-Monroe/Park View or Raymond • Guaranteed spot at current neighborhood school • Preference in OOB lottery
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New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

This plan changes the traffic and walking patterns for my family – we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Bruce-Monroe is located within a half mile of both Park View and Tubman Elementary School, and Park View is also close to Raymond Elementary. Parents can choose which school is closer and more convenient for their children. We will work closely with the Department of Transportation to ensure that busy streets, like Georgia Avenue, have the appropriate speed controls and school crossing guards.

Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Bruce-Monroe. We believe that sufficient walkability has been preserved.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17 and a meeting among DCPS staff and the Bruce-Monroe community, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Gage-Eckington Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Gage-Eckington community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Gage-Eckington met the primary criteria for closing described below, with a 35% five-year enrollment decline and more than 50 fewer students than its 2006 enrollment of 238, and can no longer support a comprehensive program. Gage-Eckington students live within one half mile of Cleveland, Emery, Montgomery, Seaton, Shaed, and Garrison, preserving walkability. Gage-Eckington students will be better served in schools with enrollments that can support a full spectrum of elementary school programs.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

With respect to Gage-Eckington, the sharp 5-year enrollment decline and the low enrollment were both well beyond that of the median elementary school. Students living near Gage-Eckington also have several neighborhood school options from which to choose.

What other options have been considered?

Cleveland Elementary, the closest neighboring school, is a newly-built school. While both Emery and Montgomery elementary schools also met the primary criteria of low and declining enrollment, they have programmatic and site amenities that outweigh the benefits of keeping Gage-Eckington open.

What will happen to existing successful programs?

Over the years, Gage-Eckington has developed unique components of its program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students, such as the partnerships with Howard

University and a local law firm at Gage-Eckington. We want to maintain these relationships and find ways in which we can continue these partnerships.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Gage-Eckington currently only has funding for a part-time librarian and physical education teacher, and no funding for art and music teachers. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How will the new programs at the likely receiving schools be implemented and what will they look like?

Acknowledging the different needs of each likely receiving school, Cleveland, Emery, Montgomery, Seaton, Shaed, and Garrison, implementation strategies for new programs will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results,

we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

Is the receiving school ready for more students?

There are several elementary schools that are within one half mile of Gage-Eckington's current 183 students and that have ample room to accommodate these students (Shaed, Seaton, Garrison, and Emery).

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open multiple buildings that are under-enrolled (Gage-Eckington is currently at 45% capacity) we are spending that money in each of those buildings, when the students could all be accommodated in fewer. That means less money to go towards teachers and programming. In the case of Gage-Eckington, our annual fixed costs are \$659,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary

school. Families will continue to have the opportunity to apply to out-of-boundary schools. Gage-Eckington students who opt to attend Garrison, Seaton, or Cleveland will be assigned to Garnet-Patterson/Shaw as their middle school of right. Gage-Eckington students who choose Emery or Shaed will have access to the PK-8 grade configuration proposed for Ward 5 schools.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Gage-Eckington and for students currently living in those boundaries but not attending that school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none"> • Guaranteed spot at Emery, Garrison, Seaton, or Shaed • Preference in OOB lottery 	<ul style="list-style-type: none"> • Guaranteed spot at Emery, Garrison, Seaton, or Shaed 	<ul style="list-style-type: none"> • Guaranteed spot at Emery, Garrison, Seaton, or Shaed • Preference in OOB lottery • Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

How will DCPS address the issue of turf wars when you put different communities into one school?

DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal. We will work closely with the Department of Transportation to ensure that busy streets, like Florida Avenue, have the appropriate speed controls and school crossing guards.

Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Gage-Eckington. We believe that sufficient walkability has been preserved.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Meyer Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Meyer community have been taken seriously, and below are detailed responses to the issues raised.

Why this school?

Meyer met the primary criteria for closing described below, with a 49% five-year enrollment decline and an enrollment of 194 in 2006. Its population can no longer support a comprehensive program. In-boundary Meyer students live within one half mile of Bruce-Monroe, H.D. Cooke, Garrison, Tubman, or Marie Reed, thus preserving walkability. Meyer students will be better served in schools with enrollments that will be able to support a full spectrum of elementary school offerings.

What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Meyer's enrollment has severely declined over the past 5 years, leaving the school under 50% capacity. There has been a decline in households with children in the surrounding area. Overall, Meyer students live within a half mile of several other neighborhood schools, providing sufficient options for parents.

What other options have been considered?

In addition to Meyer, other neighborhood elementary schools were analyzed, but only Meyer had both a steadily declining and below average enrollment.

What will happen to existing successful programs?

Over the years, Meyer has developed unique components of its program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students, such as the partnerships with Washington Opera and the Kennedy Center at Meyer. We want to maintain these relationships and find ways in which we can continue these partnerships.

How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Meyer currently only has funding for a part-time art teacher and part-time librarian, and no physical education teacher. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In some cases, such as autism classes at Meyer, we will offer the option of moving students and their teachers as a group to a new site that can accommodate their needs. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

How will the new programs be implemented and what will they look like?

Acknowledging the different needs of each school, H.D. Cooke, Garrison, Tubman, or Marie Reed, implementation strategies for new programs will have to be developed at the school level and with parent input. Once a final program decision is made, a team of stakeholders, including central office staff, school level staff, and parents will consider options and develop a timeline for moving forward. Implementation of a program will include a clear timeline for phasing in the program, professional development for staff, and appropriate resources for students and classrooms.

Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the

opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

Is the receiving school ready for more students?

Given current enrollment levels and the movement of 6th graders to middle schools in the fall of 2008, there will be ample room at H.D. Cooke, Tubman, Marie Reed, and Garrison to accommodate Meyer's 169 students.

What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers which stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open multiple buildings that are under-enrolled (Meyer is currently at 39% capacity) we are spending that money in each of those buildings, when the students could all be accommodated in fewer. That means less money to go towards teachers and programming. In the case of Meyer, our annual fixed costs are \$549,000.

How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary

school. Families will continue to have the opportunity to apply to out-of-boundary schools.

How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Meyer and for students currently living in those boundaries but not attending that school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Garrison, Marie Reed, or Tubman• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Garrison, Marie Reed, or Tubman	<ul style="list-style-type: none">• Guaranteed spot at Garrison, Marie Reed, or Tubman• Preference in OOB lottery• Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

Why are higher performing schools slated for closure over lower performing schools?

The school reorganization plan was developed as a comprehensive plan that considers the needs and impact of not only the local school, but schools within the surrounding cluster, feeder pattern, and system as a whole. Thus, program performance was not by itself a factor for determining the best use of a school facility. Where there are successful programs or partnerships that support strong academic performance, the Chancellor will seek to maintain that high performance by moving the stronger program and resources to a receiving school, thereby benefiting a greater number of students.

How will DCPS address the issue of turf wars when you put different communities into one school?

DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

This plan changes the traffic and walking patterns for my family – we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Meyer students live close to Bruce-Monroe, H.D. Cooke, Garrison, Tubman, and Marie Reed elementary schools. Parents can choose which school is closer and more convenient for their children. We will work closely with the Department of Transportation to ensure that busy streets, like 13th Street, NW, have the appropriate speed controls and school crossing guards.

Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal.

Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Meyer. We believe that sufficient walkability has been preserved.

What would happen to the Parent Center housed at Meyer?

We continue to have a strong commitment to strong Parent Centers across the city. We will work with the community to determine whether Meyer could continue to host the Center, or whether a new site is more appropriate.

Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those

earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.